

**THE CORRELATION BETWEEN STUDENTS' READING ATTITUDE
AND THEIR READING ACHIEVEMENT AT THE FIFTH SEMESTER OF
EXTENSIVE READING CLASS OF ENGLISH LANGUAGE EDUCATION
STUDY PROGRAM OF STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**

An Undergraduate Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree



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2020**

ABSTRACT

In the process of learning, reading is a crucial skill to be mastered. It is as a way to get many informations, especially for learners. Many media provide texts to be read as the main information is stated. However, even reading is very important, learners are still not interested in reading but they tend to have good achievement in that field. Their achievement in reading should actually be in line with the way how they see reading itself. Therefore, the objective of this research is to find out whether is there any correlation between students' reading attitude and their reading achievement of Extensive Reading class of English Language Education Study Program of UIN Raden Intan Lampung in the academic year 2019/2020.

In this kind of quantitative research, the researcher employed correlation research design. The population of this research was the fifth semester of Extensive Reading class of English Language Education Study Program. The sample were 3 classes: B, D, E consisting of 71 Students from those three classes. To collect the data of students' reading attitude, there were 50 items. The 50 items were tried out and got 22 items were valid and reliable with 5 aspects: reading in the home, reading in the library, school related reading, other recreational reading and general reading. it was conducted online by using google form. For the students' reading achievement the accumulation score from the lecturer was used to collect the data. It was 20% for assignment, 30% for midterm and 50% for the final examination. After collecting the data of both variables, the data were analyzed by using SPSS with Pearson Product Moment formula.

After doing the hypothetical test, based on the data anlysis computed by SPSS, it was obtained that Sig (P-value) is 0.235, means $\text{Sig} < \alpha$. Based on this research, there is correlation between students' reading attitude and their reading achievement at the fifth semester of Extensive Reading Class of English Language Education Study Program of UIN Raden Intan Lampung in the Academic Year 2019/2020.

Keyword : *Correlation study, Reading attitude, Reading Achievement*



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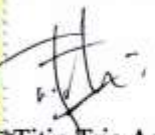
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I hereby certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinions and research findings included in this undergraduate thesis are quoted or cited in accordance with ethical standards.

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MOTTO

اقْرَأْ كِتَابَكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا (١٤)

(It will be said to him): “Read your book. You yourself are sufficient as a reckoner against you this Day.” (QS. Al Isra : 14)¹

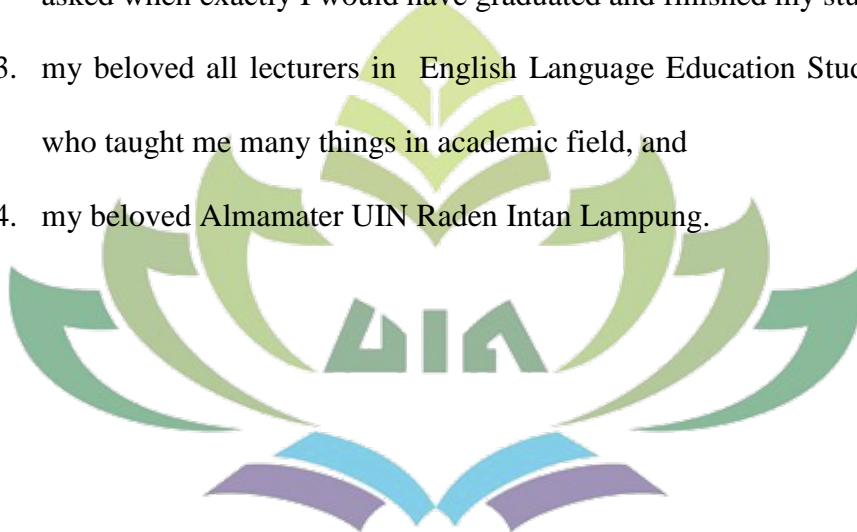


¹ Ahadi, “Quran surah Al Isra 14 (QS 17: 14) in Arabic and English translation” (Online), available at: <http://www.alquranenglish.com/quran-surah-al-isra-14-qs-17-14-in-arabic-andenglish-translation> Accessed on: Juli 24th 2020)

DEDICATION

From the deepest place in my heart, this undergraduate thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis specially to :

1. my beloved parents: Mr. Arbain and Mrs. Winarti who have never got tired of supporting me in anyway of doing this thesis,
2. my beloved brother and sister: Perta Lesmana and Bayu Puspita who always asked when exactly I would have graduated and finished my study,
3. my beloved all lecturers in English Language Education Study Program who taught me many things in academic field, and
4. my beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the researcher is Titin Tria Agustin. She was born in Purworejo on August 8th 1998. She is the third daughter of Mr.Arbain and Mrs.Winarti. She has older brother namely Perta Lesmana and older sister namely Bayu Puspita.

In her academic background, she started her formal study at the age of five in kinder garten of Nurul Komar. She continued to study in Elementary School 1 Purworejo and graduated in 2000. She continued to Junior High School 1 Pasir Sakti and graduated in 2003. On the same year she was accepted in Islamic Senior High School 1 Metro and graduated in 2016. Stepping to higher education, she was accepted to one of state university in Bandar Lampung namely State Islamic University Raden Intan Lampung for studying in English Department of Tarbiyah and Teacher Training Faculty.

During her study, she was active in ESA (English Students Association) at her first until the seventh semester. She was also joined the IKAM LAMTIM organization at the fourth until sixth semester.

She was achieved the first winner of speech competition (SPEC 1) at English education study program of UIN Raden Intan lampung in 2017. In the next year she was being the first winner of English Department Ambassador at SPEC 2.0 in 2018. In the same year, she was one of the finalist in poetry competition held by Connect Lampung.

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Muhammad SAW who has brought and guided us from the darkness to the lightness. This thesis entitled “The Correlation between Students' Reading Attitude and Their Reading Achievement at the Fifth Semester of Extensive Reading Class of English Language Education Study Program of State Islamic University Raden Intan Lampung In the Academic Year of 2019/2020” is handed in as compulsory requirements for S-1 Degree of English Department Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung.

The researcher is fully aware that she cannot complete this final project without the assistance of others. The researcher has been thankful to a lot of people who has helped, supported and prayed this final project in which the researcher cannot mention all of them. She wishes to give the sincerest gratitude and appreciation to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.
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Finally nothing is perfect neither this thesis. Any correction, comments, and criticism for the goodness of this undergraduate thesis are always open-heartedly welcome.

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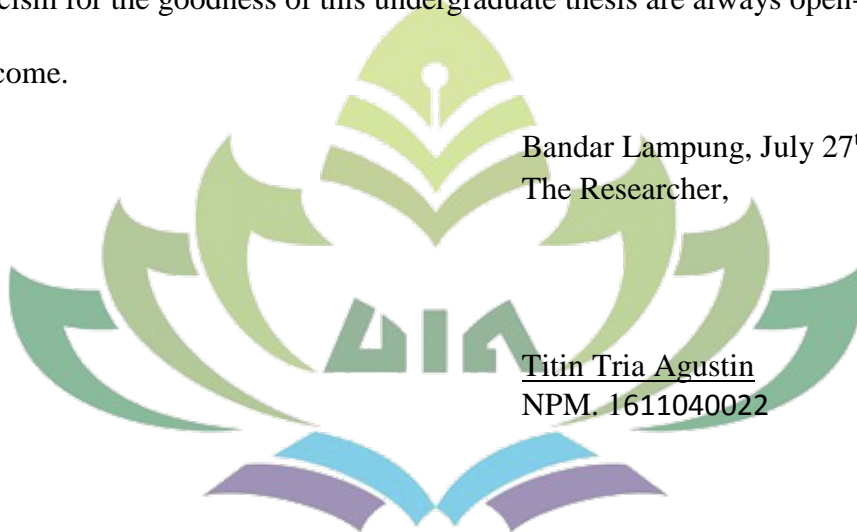


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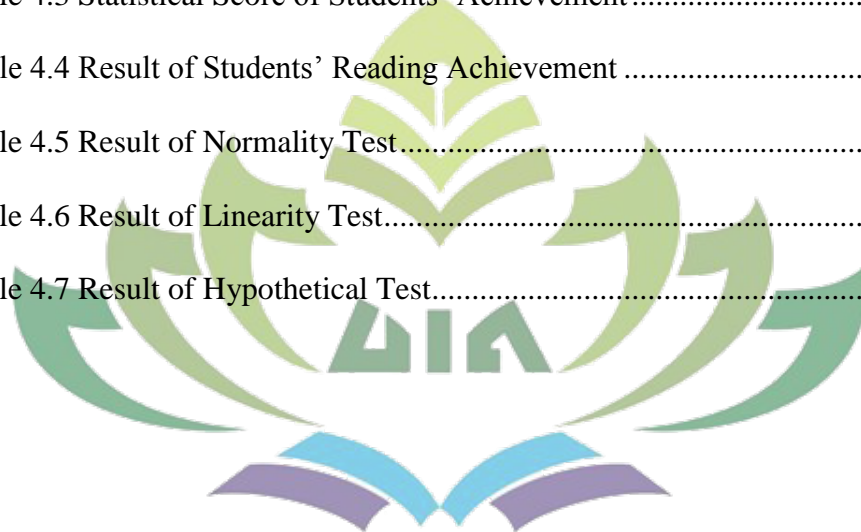
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Learners progress through school. They are asked increasingly complex informational and graphical texts in their courses. The ability to understand and use the information in these texts is key to students' success in learning. Reading supports the learning process as reading is attained through successful interaction between the reader and the text where the information is taken. Reading in entire way is much important as an input to get information from media. Reading through which we can access world of ideas and feeling, as well as the knowledge of the ages and visions of the future.² The sentence means that reading is crucial skill to be mastered. Reading is important to get abundant information in many aspects especially English as international language.

In addition, in the age of the internet and information technologies, reading retains its importance as an essential skill for learners of any language.³ Reading is truly needed for people especially learners to gain informations and to get involved in nowadays era which technology is already developed .

² J.Charles Alderson,*Assessing Reading*(1sted)(Cambridge University press,2000),p.x

³ J. C. Alderson, A. H,Urquhart, *Reading in a foreign language: A reading problem or a language problem?* (Newyork : Longman,1984),p.5

Reading is a key for an individual to have an efficient living because it helps an individual develop thinking process and create judgemental thinking, both of which lead to conceptualization and problem solution. Beside the wisdom, reading also affects the living on how to apply the knowledge into creativity and further implication.⁴ Reading assists an individual to upgrade themselves by being more creative to fix troubles.

By knowing those, for learners, reading can be the most important one as it could improve the way of they think and fix some cases in their lives. However, even by knowing that to have reading comprehension is much important to have new knowledges from many media, help them master some branches of knowledge and support their study in the level they are now, learners are still lazy to read and are difficult to get involve in the process of reading.

Dealing with students' difficulties in reading text, the students at the fifth semester of extensive reading class of English Language Education Study Program of UIN Raden Intan Lampung were having difficulties in finding implicit meaning. They have insufficient vocabulary to understand meanings, and the others are not enthusiastic in reading. They look lazy to follow instruction to read, daydream when the others read, some students prefer to avoid reading situation. Those explanations were given by the

⁴ D.H,Russel, *Reading for effective personal living* (Newyork : Scholastic Magazines,1958),p.11

lecturer who taught them Extensive Reading subject in class, Mr Agus Hidayat.⁵ Some students prefer to avoid the reading situation.

Furthermore, the students at the fifth semester of extensive reading class of English Language Education Study Program of UIN Raden Intan Lampung had some other difficulties in reading text knowing from an interview. They said reading was boring, they added that they barely go to library for their own willingness, they did not like reading that much as they explained better knowing something from listening to their friends' story than read from the book the informations were taken. Their feeling in reading was unhappy, they avoided the reading situation and finally reading was less probable. The others said that they did not interest in reading, they disliked reading, and they said that they will only read a book if that is interesting enough for them.

The problems were said by some students at the fifth semester of extensive reading class of English Language Education Study Program of UIN Raden Intan Lampung, they were nearly related to their reading attitude because many of them avoided reading situation. According to Alexander and Filler, reading attitude itself is a system of feelings related to reading which causes the learner to approach or avoid a reading situation.⁶ The statements that the students did not like reading itself, meant they showed their feeling towards reading was unhappy. They expressed that

⁵ An interview between the researcher and English lecturer of State Islamic University Raden Intan Lampung, on desember 4th 2018, Unpublished.

⁶ Alexander J.E , Filler, Ronald Claude, *Attitude and Reading* (Newyork: International reading association, 1976), p.1

listening was better than reading, they did not enjoy reading eventually reading situation was avoided.

Concerning reading attitude, there was a high and positive significant relationship between reading attitude and L1 and L2 Reading that connect to extensive reading performance.⁷ It was all stated in the research of Yamashita showing the importance of understanding learners' attitude (particularly feelings) to reading both L1 and L2 will encourage involvement in extensive reading achievement.

The similar finding was shown by the research of Endah Widyasari, which showed that there was a significant correlation between students' reading attitude and their reading Achievement.⁸ Students with positive reading attitudes strengthen their willingness to read more text then it will influence their reading achievement. The way of reading attitude can have an improvement is associated with their personal intelligence to comprehend text better and get good achievement.

Based on those two research, it can be assumed that reading achievement and reading attitude are exactly correlated. If the students interest enough the reading activity and their feelings through reading was happy, they enjoyed reading so much and they thought by reading, they

⁷ Junko Yamashita, *Reading Attitude in L1 and L2, and Their Influence on L2 extensive Reading Achievement*. *Reading in a foreign language*, Vol.16 No.1(April 2004),p.15

⁸ Fibriani Endah Widyasari, *The correlation among reading attitude, Interpersonal Intelligence and reading Achievement*. *Arab World English Journal(AWEJ)*, Vol.7 No.2(June 2016),p.296

could enrich their knowledge eventually their reading achievement would also be improved. In contrast, if students' feeling towards reading was unhappy and not interesting enough in reading activity then their reading achievement is not good either.

Relating to reading achievement, learners at the fifth semester of English Language Education Study Program of extensive reading class of UIN Raden Intan Lampung got good score in their mid term test of extensive reading subject. Students in level A were 17%, 52% in B+ and 30% in level B, while only 1% in level C.⁹ The highest level was in 17% and the lowest only reached 1%. From the score, it could be seen that students got a good achievement. (Appendix 1A)

The good achievement of students at the fifth semester of extensive reading class of English Language Education Study Program of UIN Raden Intan Lampung should actually be in line with their feeling in reading but the evidence that they disliked reading, they did not enjoy it, they felt reading was boring showed the gap. It was in contrast. Based on that case, this research would like to seek for there is or not correlation between students' reading attitude and their reading achievement of students at the fifth semester of English Language Education Study Program of UIN Raden Intan Lampung in the academic year 2019/2020.

⁹ Agus Hidayat, Sri Suci, *students' mid term score of extensive reading by English lecturer at the fifth semester of english education study program of UIN Raden Intan Lampung*, unpublished.

B. Identification of the Problem

Based on the background of the problem, the problems had been identified as follows :

1. The students got bored on the reading activities.
2. The students had difficulties on finding implicit meaning of the text.
3. Some students were not interested in reading.

C. Limitation of the Problem

This research focused on the correlation between students' reading attitude and their reading achievement at the fifth semester of extensive reading class of English Language Education Study Program of UIN Raden Intan Lampung in the academic year of 2019/2020.

D. Formulation of the Problem

Based on limitation of the problem, formulation of the problem is as follows:

“Is there any correlation between students' reading attitude and their reading achievement at the fifth semester of extensive reading class of English Language Education Study Program of UIN Raden Intan Lampung in the academic year of 2019/2020 ?”.

E. Objective of the Research

The objective of the research is to find out for is there any correlation between students' reading attitude and their reading achievement at the fifth

semester of extensive reading class of English Education Study Program of UIN Raden Intan Lampung in the academic year of 2019/2020.

F. Significance of the Research

This research would like to seek for there is or not correlations between students' reading attitude and their reading achievement at the fifth semester of extensive reading class of English Language Education Study Program of UIN Raden Intan Lampung. The significances of the research are :

1. Theoretically

This research hopefully will provide more theories for further research in correlation between students' reading attitude and their reading achievement.

2. Practically

It is expected that this research will provide useful input for educators, students also the university in the academic side as follows:

a. For the lecturers

The result of this research will give information for lecturers, if finally students' reading attitude and their reading achievement are correlated, educators can maximize ways in the teaching and learning process to get students' interest more in reading to improve their achievement in reading itself.

b. For students

The result of this research hopefully will motivate the students to have better attitude in reading as it is correlated with reading achievement itself.

c. For the university

It is hoped that this research will give useful input in increasing students quality in their learning process in the university especially in Reading subject.

G. Scope of the Research

The Scope of the research is follows :

1. Researcher Subject

The subjects of the research was the students at the fifth semester of extensive reading class of English Language Education Study Program of UIN Raden Intan Lampung in the academic year of 2019/2020.

2. Research Object

The research object was the correlation between students' reading attitude and their reading achievement .

3. Research Time

The research was conducted at the fifth semester in the academic year of 2019/2020.

4. Research Place

The research was conducted in UIN Raden Intan Lampung.

CHAPTER II

LITERATURE RIVIEW

A. Concept of Reading

Patel and Javi stated that reading is most useful and important skill for people.¹⁰ Reading is most useful skill it is needed to enhance our ability in comprehending any informations from the text we read moreover for students who is still in learning process to gain more knowledges. Added by McGuiness, reading is a complex act and it is important to pin down which memory systems matter most.¹¹ It clearly supports the previous explanation that by reading the reader would save the knowledge by the memory system which sometime will appear when we need the information we have ever read. Further, Patel and Jain, reading is an active process which consist of recognition and comprehension skill.¹² An individual who reads any text commonly wants to gain any information then it needs the skill to comprehend the information and recognize to keep it longer.

Based on Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.¹³ Reading

¹⁰ M.F Patel, *English Language Teaching (Methods, Tools and Techniques)* (Jaipur: Sunrise Publishers, 2008), p.35

¹¹ Diane McGuiness, *Language development and learning to read* (Cambridge : Cambridge center, 2005), p.283

¹² M.F. Patel, Praveen M. Jain, *English Language Teaching (Method, tools, and Technique)* (Jaipur: Sunrice, 2008), p.114

¹³ David nunan. *Practical English Language Teaching* (1st ed) (New york: McGraw-Hill. 2003), p.68

relates to specific meaning which is concluded from the information of the text and readers experiences. Supported by Seyler adds that reading is the process of obtaining or constructing meaning from a word or cluster of words.¹⁴ It can be said that when the reader read the text, they intend to understand and comprehend the content of the text.

Heilman defined that reading is a complicated process.¹⁵ It is added by Brassel, reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly, the brain.¹⁶ It says that reading is interacted to the good collaboration of eyes ,ears, mouth also brain to get the essence of what is being read.

From the entire statements, it can be concluded that reading is the process of constructing meaning along with readers' background knowledge to gain the essence of the information of any text which eyes, ears, mouth, and brain are getting involved.

B. Types of Reading

Nation stated that there are two kinds of reading. Intensive reading and extensive reading.¹⁷ The explanation as follows :

1) Intensive Reading

¹⁴ Seyler,*The reading context* (New York : Perason education Inc,2004), p.3

¹⁵ Arthur.W.Heilman.et.al.*Principle and Practice of Teaching Reading* (5th ed)(Columbus:Charles E.Merril publishing company,1981),p.4

¹⁶ Brassel,Danny and Timothy Rasinski.*Successful Strategies for Reading in The Content Area*(New York:Pembroke Publisher,2004),p.16

¹⁷ I.S.P. Nation.*Language Teaching Technique* (New Zaeland : Victoria University of Wallington,1989),p.72

Intensive study of reading text can be meant increasing learners' knowledge of language features and their control of reading technique. The classic procedure for intensive reading is the grammar translation approach where the teacher works with the learners.¹⁸ Intensive reading needs a deep understanding and it closely relates to the grammar and correct arrangements through language features.

Broughton defined that intensive reading is typically concerned with text of less than 500 words.¹⁹ The objective is to achieve full understanding of the logical arguments, the theoretical arrangement or pattern of the text, of its symbolic, emotional and society overtones, of the attitudes and purposes of the author and of the linguistic.

2) Extensive Reading

Based on Patel and Jain extensive reading is the reading pleasure. The teacher should regard to special interest of the readers.²⁰ It encourages students to enjoy the reading activity, teacher needs to find ways to make them interest and have joyful reading activity.

Brown explained that extensive reading is carried out to achieve a general understanding of a usually some what longer text (book, long article,

¹⁸ I.S.P Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), p.25

¹⁹ Geoffrey Broughton, et.al. *Teaching English as Foreign Language* (New York: University of London Institute of Education, 2003), p.93

²⁰ M.F Patel, Praveen M.Jain. *Op.Cit.* p.120

or essays, etc).²¹ It says that the extensive reading comes with longer text than intensive reading but its purpose is just to find the general informations instead of specific and complicated reading text.

From the explanation, it can be concluded there are two types in reading: intensive reading and extensive reading. Intensive reading involves reading short text in order to extract specific information along with the deep understanding of grammar, language features and some aspects in linguistics, students must focus on the text to get the exact meaning and comprehend the text well. Meanwhile, extensive reading involves students reading long text for general understanding, with the intention of enjoying the text.

C. Extensive Reading Program

The research was conducted in an extensive reading class. It has 7 classes consisted of class A, B, C, D, E, F, G. An extensive reading programme is a supplementary class library scheme, attached to an English course, in which pupils are given the time, encouragement, and materials to read pleurably, at their own level, as many books as they can. Thus, pupils are competing only against themselves, and it is up to the teacher to provide the motivation and monitoring to ensure that the maximum number of books is being read in the time available. The watchwords are quantity and variety,

²¹ H.Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedadogy* (New Jersey: Practice Hall,2001),p.313

rather than quality, so that books are selected for their attractiveness and relevance to the pupils' lives, rather than for literary merit.

A common purpose of extensive reading class is that learners read large quantities of books and other materials in an environment that nurtures a lifelong reading habit.²² These programmes also share a common belief, that is, the ability to read fluently is best achieved through reading extensively in the language.

In Addition, the goal of a reading development program is to enable students to enjoy (for at least feel comfortable with) reading in the foreign language, and to read independently unfamiliar authentic texts, at an appropriate speed, silently, and with adequate understanding. The measure of the teacher's success is how much the student learns to do without her help. Extensive reading has two positive sides. First, extensive reading improves reader's reading skills. Second, if extensive reading is source of enjoyment; it is easy to teach people to read better. Extensive reading as an activity that students can do for themselves.²³ Those hopefully will guide them in creating habit of reading independently.

D. Concept of Achievement

In the Standards for test construction APA (American Psychology Association) stated in Valencia, Achievement is viewed basically as the

²² Willy A Renandya, *The Power of extensive reading*. *RELC Journal*, Vol.38, No.2 (october 2007),p.135

²³ Tamar Midkeladze, *Extensive Reading*. *SAGE Journal*. Vol.5, No.2(August 14),p.18

competence a person have in an area of content. This competence is the result of many intellectual and nonintellectual variables.²⁴ It asserts that achievement is as the result on an individual's competence to know further about the ability of them in the area they try to achieve.

Further based on Valecia, at experimental level, achievement is referred to as acquisition, learning, or knowledge representation, sometimes depending on theoretical biases.²⁵ The knowledge is used to run the practice in experimental in case the project could be done well.

It can be concluded that achievement is the result on an person's competence on an area it can be in shape of knowledge representation, and learning.

E. Concept of Attitude

Attitude is a psychological construct. It is a mental and emotional entity that inheres in, or characterizes, the person.²⁶ Attitude is characterized by an individual which emotion has become one of the entity of it.

Fishbein in Richard described that attitude is a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a

²⁴ Valencia Espana, *The definition of achievement and the construction of tests for its measurement: a review of the main trends*. *Psycologica*, Vol.22 No.001(2001),p.44

²⁵ *Ibid.*

²⁶ Richard M. Perloff. *The dynamic of persuaion* (2nd ed) (London : Lawrence erlbaum associates, 2002), p.38

given object.²⁷ The manner on how someone is responding any object shows their attitude towards the object whether favorably or unfavorably.

Added by Krech in Richard stated that attitude is enduring systems of positive or negative evaluations, emotional feelings, and pro or con action tendencies with respect to social objects. Attitude gives evaluation whether an object is accepted positively or negatively accordance with feelings of an individual.

Based on Cantril in Richard, attitude is a more or less permanently enduring state of readiness of mental or organization which predisposes an individual to react in a characteristic way to any object or situation with which it is related. A person has their reaction and ways in reacting along with mental or organization which relates to object and situation.

By those explanations Richard in his book, eventually he arrived with one definition that attitude is a learned, global evaluation of an object (person, place, or issue) that influences thought and action.²⁸ The global evaluation relates to feeling, emotions, reactions which is positively or negatively, favorably or unfavorably.

Richard came on the definition that on first point, attitude is a learned. Individuals do not have an attitude until they first encounter the attitude object (or information about it) and respond evaluatively to it. It asserts that

²⁷ *Ibid.* p.39

²⁸ *Ibid.*

an individual should experience the object or respond based on their background knowledge about the object.

The second point, attitudes are global, typically emotional, evaluations. Attitudes are, for most, evaluation. Having an attitude means that you have categorized something and made a judgement of its net value or worth. Based on Eagly and Chaiken in Richard, attitudes invariably involve affect and emotions. Attitudes express passions and hates, attractions and repulsions, likes and dislikes. It is clearly seen that an individuals evaluations of an object can be positive or negative and each of them are having their own perception about it.

The third, attitudes influence thought and action. Attitudes shape perceptions and influence judgements. Attitudes influence behaviour. They guide our actions and steer us in the direction of doing what we believe.²⁹ A person will act and respond through an object or situation based on their perceptions and judgement.

Coming with those points, attitude finally defines as global evaluations which made of feelings and emotions affected by an individual's background knowledge and experiences to influence actions relates to an object, place, person, situation.

F. Concept of Reading Attitude

²⁹ *Ibid.* p. 41

Reading attitude is a complex theoretical construct. Yamashita viewed that reading attitude is a state of mind, accompanied by feelings and emotions, that make reading more or less probable.³⁰ In the sense, their attitude towards reading is about the way how they show their feeling in loving reading activity itself or avoiding it instead. Students sometimes just be so honest when they do not like something, including reading. They will spontaneously give response whether it is positive or negative. Feeling and emotion in reading situation is involved to determine students' reading attitude.

According to Day and Bamford, attitudes toward reading are formed through past experiences related to reading, educational background, cultural beliefs, success and failure in reading.³¹ it can be asserted that a person should have background knowledge through the information in reading to shape any feeling and emotion in reading itself.

1) Positive attitude towards reading

Beers defined that students with positive attitude towards reading see reading as a way to connect personally with a text. These students as the readers want to choose their own books, become familiar with authors, go to library, keep reading journals, and have a small group discussions. They define reading as “a way to go to new places, a way to be in another

³⁰ Junko Yamashita, *Reading attitudes in L1 and L2 and their influence on L2 extensive reading*. *RFL*, Vol.16 No.1 (april 2004), p.3

³¹ Hadi Akbari et.al. *attitude toward reading: L1 or L2 or Both*. *SAGE Journal*. (July 2017), p.1

world, or something that creates a movie in mind”. In other words, the students who have positive attitude toward reading see reading as an interesting activity. They really enjoy it. They also believe that reading is a way to enrich their knowledge.³² It clearly sees that students with positive attitude toward reading shows their interest so much in the reading activity and reading situation.

2) Negative attitude towards reading

Beers also added that students with a negative attitude toward reading define reading very differently. They say that reading is “calling words, saying words, or just on page”. These readers still want to choose their own books, but from narrow field. They do not know the authors and do not know a library’s layout. They see a library as “too big” and do not know where any of the good books are, so they need help in choosing books. The students who have negative attitudes toward reading see reading as a boring activity. They dislike reading.³³ They feel bored and lazy to read books are other words to describe the students who have negative attitude towards reading.

From all the explanations, it can be concluded that reading attitude is a person’s thought, feelings, and emotions through reading that makes

³² Edward G. Summers, *Instruments for assessing reading attitude: a review of research and bibliography*. *Journal of literacy research*, Vol.9 No.2 (October 1977), p.

³³ Indah Wandira. *Op. Cit* p.78

reading itself more or less probable by getting approach or avoid it instead.

G. Assessing Attitudes towards reading

There are several techniques can be used by the educators to assess students' attitudes toward reading as follows :

1) Observation

Teacher should listen to children at play, at lunch, and in conversations with peers. Observations of library habits and of independent reading work habits in the classroom are also important. A checklist often is helpful in guiding the observation process. Specific examples of behaviours will depend on the needs of the teacher and the school situation. Both positive and negative indicators should be included.

2) Interviews

The attitude interview is usually a structured situation in which the questions to be asked are determined in advance and arranged in categories. When beginning the interview situation, it is helpful to ask questions which are not related to reading so the child may adjust to the interview and feel more at ease in responding. It is also helpful to ask questions in area other than reading in which the student is successful and toward which he is assumed to have a positive attitude.

Thus, he may be more likely to respond negatively to reading questions if he has negative attitudes.

3) Questionnaires

The questionnaire is one of the most direct methods of determining attitudes toward reading. In this technique, students respond directly to specific questions orally or in writing. The number of questions usually ranges from 10-25. The questionnaire technique is quicker and easier than interview or observation techniques. It is valuable for whole class evaluations in securing information for program planning. Another advantage is that special areas of concern or special programmatic areas may be easily incorporated in the instrument. Questionnaire which elicit yes/no responses may be assumed, with one point being given to a positive response and zero or a minus one given to a negative response.

4) Incomplete Sentence

The incomplete sentence technique usually consists of 20-40 sentence starters to which the student supplies an ending which indicates how he feels. The number of sentence starters used in a given instrument will depend, in part, on the age level of the child. Typical starters include :

Reading is

I like to

I go to library when

The reading responses may then be sorted and evaluated. It is impossible to assign numerical scores to these responses, however, areas of special concern can be determined which can give direction to instructional planning.

5) Pairing

In an assesment instrument which uses pairing, reading is compared in terms of preference with another activity in which the student is likely to engage. The students then select the activity he prefers- if he had only one option, reading or other activity. The examples follow :

If you had no other choices, which of the following would you prefer :

Swim or read

Work math or read

Watch tv or read

Go to the movies or read.

6) Semantic Differential

With a semantic differential, it is possible to measure both the quality of a student's feeling and intensity (or potency) of his feelings towards reading.

Examples of items which are evaluative and measure quality are :

‘Where on the following scale would you rate reading ?’

Good

Bad

Happy

Sad

Examples of items which measure intensity, or potency, follow:

‘Where on this scale would you rate reading ?’

Strong

Weak

Big

Little³⁴

By knowing those techniques educator could choose the appropriate one to be implemented in assessing students’ attitude toward reading depends on the situation and the needs. Among all techniques have been discussed, this research will use questionnaire from secondary data of Tullock-Rhody and Alexander.

H. Frame of Thinking

Reading is an important aspect in life because someone truly needs it when they want to get many informations by reading. However, in reading text is not easy, moreover reading english text. Students get difficulties in different cases. The implicit meaning is one their difficulties in understanding the text, less of vocabulary is also the trouble. Besides, the external factors can be hard too for them to comprehend reading text because they have no motivation and lazy to read. Students nowadays think that reading is a boring activity, it is not necessary to read books, they do not like going to library. Students think that reading is not fun and interesting activity. It all relates to their attitude towards reading which rather unfavorable with reading itself. It all can cause they get less

³⁴ Alexander. *Op. Cit* p.19

information as they are lazy in reading. In that case, students will be lack of information and their reading score and achievement can be also low. A framework showed the concept of the relationship between reading attitude and reading achievement as follows :

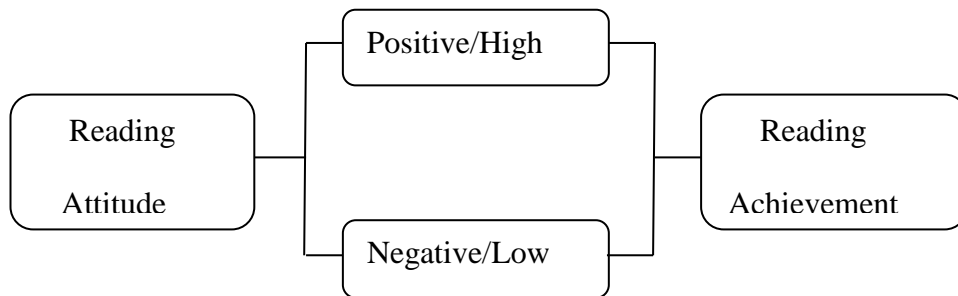


Figure 2.1 : framework of relationship of reading attitude and reading achievement.

Concerning those explanations, it can be assumed that students' reading attitude can positively be correlated with their reading achievement which is seen by their score in it. The researcher also assumes that if learners have positive attitude towards reading they will comprehend well when they read any text and eventually their reading achievement will be high. In contrast, if students' reading attitude is negative, their reading achievement will be low.

I. Hypotheses

Based on the explanation, the hypotheses that can be formulated in this research are :

- 1) Null Hypothesis (H_0) : There is no correlation between students' reading attitude and their reading achievement at the fifth semester of extensive reading class of English Language Education Study Program of UIN Raden Intan Lampung in the academic year 2019/2020.

- 2) Alternative Hypothesis (H_a) : There is correlation between students' reading attitude and their reading achievement at the fifth semester of extensive reading class of English Language Education Study Program of UIN Raden Intan Lampung in the academic year 2019/2020.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, correlation research design was used. Based on Kothari, correlation research studies the joint variation of two or more variables for determining the amount of correlation between two or more variables.³⁵ It says that two or more variables later on will be interpreted in this kind of research design. Added by Kaufman, in correlation research, the goal is to determine whether two or more variables are related.³⁶ When two variables are related means both are positively correlated. This research was associated with two variables : students' attitude towards reading and their reading achievement.

Ary stated that correlation research employs data derived from preexisting variables. There is no manipulation, and the data are taken from single group.³⁷ The data are real, taken from the sample based on the fact related to the variables being examined. In this research, the data was analyzed from students' test in filling the instruments of the reading attitude, for the students' reading achievement was obtained from the total score of

³⁵ C.R Kothari. *Research Methodology: Methods and techniques* (New age : New age, 2004), p.130

³⁶ Geoffrey Marczyk, et al. *Essential of Research Design and Methodology* (New jersey: John Wiley & Sons, Inc, 2005), p.3

³⁷ Donald Ary, et al. *Introduction to Research in Education* (8th ed) (Wadsworth, Belmont, 2010), p.349

the lecturers who taught their class. After getting both score for each variables, the variables were analyzed to see whether there is or not correlation between both.

B. Variable of Research

Variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied.³⁸ In this research there were two kinds of variables investigated, there were :

1. The students' attitude towards reading, symbolized by X.
2. The students' reading achievement, symbolized by Y.

C. Operational Definition of Variables

The operational definition of variable is used to describe the variables which are used in this research to avoid misconception of variables presented in this research.

The operational definitions of variable were as follows :

1. The students' attitude towards reading is their thought, feelings, and emotions through reading relates to five aspects, those are reading in the home, reading in the library, general reading, other recreational reading, and reading related school that makes reading itself more or less probable by getting approach or avoid it instead.

³⁸ John W. Cresswell. *Educational research planning, conducting and evaluating quantitative and qualitative research*(4thed)(Boston:Pearson,2012),p.112

2. The students' reading achievement is the result on their competence in the ability of reading. The ability itself was consisting of two components. Those are reading accuracy and text quantity. Those were about how students read quickly in a same time but different text quantity from each other student. The score of assignment was 20% (retelling and quantity), the midterm was 30% (retelling and quantity), and for the final examination was 50% (quantity of books read in one semester. Those will be accumulated to score students' achievement.

D. Population, Sample and Sampling Technique

1. Population

A population is all of subject of research. A population is a group of individuals who have the same characteristic.³⁹ It is all the subject that will be researched. The population of this research was the students' at the fifth semester of extensive reading class of English Language Education Study Program of UIN Raden Intan Lampung in the academic year 2019/2020. The total number of population from the 7 classes can be seen in Table 3.1 :

Table 3.1
The Total of Students' Number at The Fifth Semester of
Extensive Reading Class of English Language Education Study
Program in the Academic year 2019/2020.

NO	CLASS	GENDER		TOTAL
		MALE	FEMALE	
1	A	5	29	34

³⁹ *Ibid.*p.142

2	B	1	30	31
3	C	5	32	37
4	D	5	26	31
5	E	7	25	32
6	F	5	31	36
7	G	4	28	32
Total of the Students				233

Source : Data Documentation at English Language Education Study Program of UIN Raden Intan Lampung.

2. The sample of the research

A sample is subgroup of the target population that is planned to study for generalizing about target population.⁴⁰ It means that sample is a part of individual which is chosen of the whole population. The sample research can be done if there has a purpose to generalize the result of the research sample. To determine the numbers of sample to be chosen, the researcher uses the Taro Yamane formula assuming a precision of 10% error is as follows⁴¹:

$$n = \frac{N}{Nd^2 + 1}$$

where :

n = corrected sample size

N = population size

d = Margin of error = 0.01 (10%)

From population data using the Taro Yamane formula, then the number of samples obtained is:

⁴⁰ *Ibid*.p.142

⁴¹Otabor Joseph Osahon and Obahiagbon Kingsley, “ *Statistical Approach to the Link between Internal Service Quality and Employee Job Satisfaction: A Case Study*”, American

$$n = \frac{220}{220.0.1^2+1}$$

$$n = \frac{220}{2.2+1} = \frac{220}{3.2} = 68.75 = 69$$

from the calculation the sample size of the research is 69. In that case, the researcher took 3 classes from seven classes to fulfill the Taro Yamane criteria, it was taken at the fifth semester of extensive reading class of English Language Education Study Program of UIN Raden Intan Lampung in the academic year 2019/2020. The sample were class B, D, E with total students can be seen in Table 3.2 :

Table 3.2
The Total of the Students' Sample at The Fifth Semester
Extensive Reading Class

No	Class	Total
1	B	24
2	D	26
3	E	21
Total of the Students		71

Source : Data collected by the researcher from google form

The students in the class B, D, E who filled the questionnaire was being the sample as long as the amount of sample is not less than the number of samples determined by using the Taro Yamane formula.

The researcher did not force all students in one sample class to fill the questionnaire. It was the reason why the total sample in each class were different from the total sample stated in Table 3.1. In case the total sample was enough to fulfill the Taro Yamane formula.

3. The sampling Technique

The sample in this research used cluster random sampling technique because the classes were homogeneous. With cluster random sampling technique, the classes chosen and given names on pieces of paper. Next, those pieces of paper were rolled up and placed in a container. To gain the sample, it was shaken in the container until the writer got one rolled paper containing one class came out of it.

E. Data Collecting Technique

Questionnaire was used to collect the data of students' reading attitude while for the students reading comprehension achievement was the accumulation score from the lecturer who taught the class.

1. Questionnaire

The questionnaire was used to measure students' reading attitude. A questionnaire is a self-report data-collection instrument that each research participants fills out as part of a research study.⁴² Questionnaire was used so that they could obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participants. In other words, the researcher attempted to measure many different kinds of characteristics in questionnaire. Hence, in this study, to obtain the data of the students' reading attitude, the questionnaire was used.

⁴² Johnson, B. & Larry Christensen. *Educational Research, Quantitative and Qualitative Approaches* (USA: Allyn and Bacon, 2000).

The Likert scale was used and mostly the options were in form of “strongly disagree (SD)”, “Disagree (D)”, “undecided (U)”, “agree (A)”, “strongly agree (SA)”. In doing the questionnaire, the respondents were expected to choose one of those choices that they thought and felt. In this research, the questionnaire was given to the students to find numerical data of students’ reading attitude. Each item of the questionnaire had five options (SD, D, U, A, SA) with the scale of scoring from 1 to 5. The questionnaire was adapted from Alexander and Rhody about 25 items and consisted of 5 aspects. It was developed into 50 items considering the 5 aspects and got 22 questions valid and reliable.

2. Secondary Data

In case to measure students’ achievement, the total score during the students’ learning process at the fifth semester of extensive reading class which was obtained from the lecturer who taught the class was used. The total score was obtained from the accumulation score of: (a) assignment, (b) midterm and (c) final test that determined the students’ achievement at the fifth semester of extensive reading class of English Language Education Study Program of UIN Raden Intan Lampung.

F. Instrument of the Research

The instrument is a tool used by the writer to gain the data. The instruments in this research was students’ reading attitude questionnaire which was obtained from secondary data adapted from Rhody and

Alexander Filler.⁴³ The 25 items were from Rhody and Alexander Filler consisted of 5 aspects. It was developed into 50 items considering the 5 aspects.

Tabel 3.3

Blueprint of Reading Attitude Questionnaire Before Try Out

Dimension	Aspect	Items Number		Total
		Odd	Event	
Reading Attitude	School related reading	11, 27, 29, 31, 33	18, 26, 28, 30, 32	10
	Reading in the library	9, 39, 41, 43, 45	20, 40, 42, 44, 46	10
	Reading in the home	7, 23, 47, 49	4, 10, 12, 16, 48, 50	10
	Other recreational reading	5, 17, 25, 35, 37,	22, 24, 34, 36, 38	10
	General reading	1, 3, 13, 15, 19, 21	2, 6, 8, 14	10
Total		25	25	50

Source : *Journal of Reading*, Vol.23 No.7

The researcher had developed 25 items into 50 items. The reason was to get enough total number of items. If the total item number to measure students' reading attitude were less or too few, the researcher worried there would not be enough information obtained after doing the try-out.

From the 50 items, the researcher got 22 items valid and reliable. The 5 aspects measured students' reading attitude along with total item in each aspect was as follows :

Tabel 3.4

⁴³ Regina Tullock Rhody, Alexander J Filler, *A Scale for assessing attitudes towards reading in secondary schools*. Vol.23 No.7 (April, 1980),p.612

Blueprint of Reading Attitude Questionnaire After Try Out

Dimension	Aspect	Items Number		Total
		Odd	Event	
Reading Attitude	School related reading	11, 13, 14	10, 12,	5
	Reading in the library	19, 21	20, 22	4
	Reading in the home	2, 5	4	3
	Other recreational reading	3, 9, 15, 17	16, 18	6
	General reading	1, 7,	6, 8	4
Total		13	9	22

Source : *Journal of Reading, Vol.23 No.7*

Every item has five options (SD, D, U, A, SA) with the scale of scoring from 1 to 5.

G. Scoring Procedure

To score the students' reading attitude, the procedure of the secondary data from Rhody and Alexander Filler was used and the students' reading achievement was obtained from the secondary data of the lecturer with the university system.

1. In scoring the reading attitude assessment, a very positive response receives a score of 5, and a very negative response receives a score of 1. On items 1, 2, 3, 4, 5, 7, 9, 10, 11, 13, 14, 15, 17, 18, 20, and 21, a response of "strongly agree" indicates a very positive attitude and should receive a score of 5.

On the remaining items "strongly disagree" response indicates a very positive attitudes and should receive the 5 score. Therefore, on the positive item, "strongly agree" receives a 5, "agree" receives a 4,

“undecided receives a 3, “disagree” receives a 2, “strongly disagree” receives a 1.

The pattern is reversed on the negative items. The possible range of scores is 5 x 22 (110) to 1 x 22 (22).

The total 110 score was divided into two to decide whether the attitude was positive or negative. If the score was under 55, it can be assumed that the attitude was negative. If the score up to 56, it can be assumed that the attitude was positive.

2. In scoring the students' reading achievement was based on university system. The score of each student was determined by the lecturer who taught the students. The component of the scoring system in Extensive Reading class was consisted of two, there were reading accuracy and text quantity. Those components were about how student read quickly in a same time but different text quantity from each other student. The score of assignment was 20% with retelling what student has read along with the quantity of the text written in their reading log. The midterm test was 30% with the same scoring system as the assignment but tend to have more quantity certainly. The final examination was 50%, it was the total of books or pages student has read in one semester. Those score along with the percentage were accumulated to get final total score.

H. Validity of the Instruments

Cresswell stated that validity means the score of interpreted with the concept or construct that the test is assumed to measure.⁴⁴ A good instrument must have validity, so it can be measured based on aspects in the attitude of reading itself. Construct and item validity will be used to know the instruments were valid or not.

1. Construct Validity

Best and Khan said that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.⁴⁵ Construct validity is focused on the aspects of the instruments or questionnaire which can measure the attitudes need to be measured.

The questionnaire was adapted from Alexander and Rhody for 25 items and developed by the writer to fulfill 50 items. The aspects were reading in the home, reading in the library, reading related school, other recreational reading and general reading.

To make sure, on March 04, 2020 at UIN Raden Intan Lampung the questionnaire was consulted with Mr. Darwissyah Irwan Duhir M.Pd as an expert validator questionnaire of the 50 items and 5 aspects of attitude in reading. He assigned for the validity of the questionnaire. However, he said that the writer should add point that reading now oftenly related to information and technologies nowadays, so the writer

⁴⁴ John W. Cresswell, *Op.Cit.*, p.159

⁴⁵ *Ibid.*296

puts the additional point in one of the items, and it is reliable enough.

The final questionnaire has 22 items after try out.

2. Item Validity

The researcher gave 50 questions to students to know valid or not those items of questionnaire. The researcher conducted try-out of the questionnaire. The writer used SPSS (*Statistical Package for Social Science*) for validity. The test of validity was employed by Pearson Correlation. The item is valid if Sig. $> \alpha = 0.05$.

After the data are calculated by using SPSS (*Statistical Package for Social Science*), the items try-out there 23 items considered invalid. The invalid item numbers were 1, 2, 6, 7, 8, 9, 11, 14, 16, 17, 18, 20, 21, 22, 23, 24, 27, 29, 30, 36, 39, 42, 43, 46, 47, 48, 49, 50. While the valid items were 22 items, they were number 3, 4, 5, 10, 12, 13, 15, 19, 25, 26, 28, 31, 32, 33, 34, 35, 37, 38, 40, 41, 44, 45. (*Appendix 3F*)

I. Reliability

Reliability is a measuring instrument. Ary stated that reliability of a measurement is a degree of consistency with which it measures whatever it is measuring.⁴⁶ Added by Creswell, Reliability means that scores from an instrument are stable and consistent.⁴⁷ A test cannot measure anything well

⁴⁶ Donald Ary, *Op.Cit.*, p.236

⁴⁷ Creswell, *Op.Cit.*, p.159

if it does not measure at consistency. Reliability is the degree of consistency or stability from the test or instrument when it is tested.

In this research the researcher uses statistical computation by using SPSS (*Statistical Package for Social Science*) for reliability. The test of reliability was employed by Cronbach Alpha.

The criteria of reliability are as follows :

0.800 – 0.1000 = Very High

0.600 – 0.779 = High

0.400 – 0.599 = Medium

0.200 – 0.399 = Low

0.000 – 0.199 = Very Low⁴⁸

Based on the criteria, it can be drawn conclusion that the result obtained in the SPSS (*Statistical Package for Social Science*) used Cronbach Alpha, reliability of reading attitude instrument shows 0.848 which means it has very high reliability .

J. Data Analysis

After collecting the data, then the data was analyzed by using independent sample t-test. There was two tests done before analyzing the data by using independent sample t-test. There were Normality test and Linearity test.

1. Fulfilment of the Assumptions

⁴⁸ Sugiyono, *Op.Cit.*,p.184

For the fulfillment of the assumptions, the researcher was used normality test and linearity test, they were :

a. Normality Test

The normality is used to know whether the data have normal distribution or not. In this research the writer used statistical computation by using SPSS (Statistical Program for Social Science).

The normality test was using Kolmogrov-Smirnov. The hypotheses formulas are :

H_0 : The data are normally distributed

H_a : The data are not normally distributed.

While the criteria acceptance or rejection of normality test are :

H_0 : is accepted if $\text{sig.} \geq \alpha = 0.05$

H_a : is accepted if $\text{sig.} < \alpha = 0.05$

b. Linearity Test

Linearity test is used to know the size of the linear relationship between two variables x and y. To know the data obtained were linear or not, it used SPSS (Statistical Program for Social Science) to check it. The result of linearity was obtained by comparing with significant level ($\alpha = 0.05$). If the result is higher than α , it means that the data are linear.

2. Hypothetical Test

The hypothesis is very important to find out whether or not the alternative hypothesis (H_a) or null hypothesis (H_o) is accepted in this research. In this case, the writer used statistical computation by using SPSS (*Statistical Program for Social Science*) for hypothetical test. The purpose of using SPSS in this case was for practicality and efficiency in the study.

The hypothesis are :

H_o : There is no correlation between students' reading attitude and their reading achievement at the fifth semester of English Language Education Study Program of UIN Raden Intan Lampung in the academic year of 2019/2020.

H_a : There is a correlation between students' reading attitude and their reading achievement at the fifth semester of English Language Education Study Program of UIN Raden Intan Lampung in the academic year of 2019/2020.

While the criteria acceptance or rejection of normality tests are :

H_o : is accepted if $\text{sig} \geq \alpha = 0.05$

H_a : is accepted if $\text{sig} < \alpha = 0.05$

The coefficient is between -1 up to +1. The negative coefficient shows contrary correlation, while the positive coefficient shows there is a correlation. Below is the interpretation of coefficient correlation:

- a. Between 0.800 to 1.00 : very high correlation.
- b. Between 0.600 to 0.800 : high correlation
- c. Between 0.400 to 0.600 : medium correlation
- d. Between 0.200 to 0.400 : low moderate

e. Between 0.00 to 0.200 : very low correlation.⁴⁹



⁴⁹ A.B. Setiyadi, *Penelitian dalam pengajaran Bahasa asing*, (Bandar Lampung: FKIP Unila, 2006), p.67.

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